Form ED204: Title I, Part D, Neglected and Delinquent Program and Student Survey

Connecticut State Department of Education

Title I, Part D, Neglected and Delinquent Program and Student Survey
2011-12 School Year and 2010-11 Revisions

Please e-mail this report to Francis Apaloo at Francis.Apaloo@ct.gov or mail to his attention
at: Bureau of Data Collection, Research And Evaluation Room 350, Hartford, CT 06145-2219,
by **August 30, 2012**.

Contact and Program Information

Agency or District Name:	Agency or District Code
Program Name (if applicable):	

Contact Information

Name:
Street Address:
City: State: Zip Code:
Telephone Number:
Fax Number:
E-mail Address:

Name of Chief Education Official (Typed/Printed): _____

Signature of Chief Education Official: _____

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GENERAL DATA REPORTING

The tables in this section contain annual performance report requirements for the Title I, Part D, Neglected or Delinquent Education Program for school years 2011–12, defined as July 1 through June 30 each year. *For the purposes of this data collection, estimates are allowed to the best of your knowledge.* However, for the 2011-12 reporting cycle to be conducted in the summer of 2012, please be prepared to complete these data tables with actual data as you track student progress during this upcoming school year.

General Instructions for Title I, Part D, Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, funding during the reporting year.

For items that request information on the **number of students**, report **only** on at-risk, neglected or delinquent students who received Title I, Part D, services during the reporting year.

Program Definitions:

Neglected Programs (N): An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable state law due to abandonment, neglect, or death of their parents or guardians.
NOTE: Do <u>not</u> include programs funded solely through Title I, Part A, in these tables.

Juvenile Detention Facilities (JD): Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

Juvenile Corrections (JC): An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated, delinquent or in need of supervision.
NOTE: Include any programs serving adjudicated youth (including non-secure facilities and group homes) in the JC category.

At-Risk Programs (AR) or Other (O): Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least one year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school. "Other" is any other program, not defined above, which receives Title I, Part D, funds and serves <u>non-adjudicated</u> children and youth.

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Section A: Local Education Agency Title I, Part D, Facilities and Students

Instructions: Include the aggregate number of facilities/programs and/or students for all state agencies that received Title I, Part D, funds. If no data are available for the requested information, enter "N/A."

In the first column, report the underline number of facilities/programs that received Title I, Part D, funding. Indicate the total number of facilities/programs by type, including neglected programs, juvenile detention facilities, juvenile correction facilities, and at-risk or other programs.

In the second column, enter the yearly average length of stay (in days) for students in each type of facility/program. The average should be weighted by number of students and should include the number of days, per visit each student was enrolled during the reporting year, regardless of entry or exit date -Multiple visits for students who entered more than once during the reporting year can be included.

In the third column, indicate the underline number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

Throughout the table, count facilities based on how the facility/program was classified to ED for funding purposes. Indicate the number of multipurpose facilities in Row 5.

Note: The unduplicated number of students reported in the far right column in this table should match the figures reported in the "All Students" row in Table B.

Table A: Local Education Agency Title I, Part D, Facilities and Students

Facility/Program Type	Number of Facilities/ Programs	Average Length of Stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs			
2. Juvenile Detention			
3. Juvenile Corrections			
4. At-risk Programs or Other			
5. Number of facilities that served more than one purpose: _____			

Note: If more than one row is completed in Items 1-4, Tables B, C and D must be completed for **each** program type.

Section B: Student Demographics

Instructions: Report demographic data on students who were served under Title I, Part D. Report the number of students in your program by race/ethnicity, gender, and age. This should be an <u>unduplicated </u>count of students. If no data are available for the requested information, enter "N/A." See note below Table A requiring that the following tables be completed for each type of program category you serve.

NOTE: The unduplicated number of students on the "All Students" row in this table should match the figures reported in the far right column in Table A.

unduplicated count = all students row = race total = gender total = age total

Table B: Student Demographics

	Number of Students Served in 2010-11	Est. or Actual*	Number of Students Served in 2011-12	Est. or Actual*
All Students				
RACE/ETHNICITY				
American Indian or Alaskan Native				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Two or more Races				
Gender				
Male				
Female				
Age in years				
3-5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

17				
18				
19				
20				
21				

* Indicate whether the figures are estimated (E) or actual (A)

Section C: Academic/Vocational Outcomes

Instructions: Indicate the number of facilities or programs with specific academic offerings and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent <u>unduplicated</u> counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student who earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits).   If no data are available for the requested information, enter "N/A."

For Table C, Facility Academic Offerings, Items 1-3, report on the number of programs (not students) that received Title I, Part D funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or At-Risk/Other). These numbers <u>should not</u> exceed those reported earlier in Table A.

For Table C, Academic, Items 1 and 2, enter the number of students who attained the following academic outcomes during their time in the facility/program: earned high school course credits and/or were enrolled in a GED program.

For Table C, Academic, Items 3-7, enter the number of students who attained the following academic outcomes while in a facility/program OR within 30 days after exit: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education.

For Table C, Vocational, Item 1, enter the number of students who attained the following vocational outcome during their time in a facility/program: enrolled in elective job training courses.

For Table C, Vocational, Items 2 and 3, enter the number of students who attained the following vocational outcomes while in a facility/program OR within 30 days after exit: enrolled in external job training education, and/or obtained employment.

Table C: Academic/Vocational Outcomes

1. Facility Academic Offerings	Number of Facilities/Programs			
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities	Number of Adult Corrections Facilities	Number of Other At-risk Programs
1. Awarded high school course credit(s)				
2. Awarded high school diploma(s)				
3. Awarded GED(s)				

2. Academic & Vocational Outcomes	Number of Students			
	Number of Students in Program 2010-11	Estimated (E) or Actual (A)*	Number of Students in Program 2011-12	Estimated (E) or Actual (A)*
1. Academic				
While in the facility, the number of students who…				
1. Earned high school course credits				
2. Were enrolled in a GED program				
While in the facility or within 30 calendar days after exit, the number of students who…				
3. Enrolled in their local district school				
4. Earned a GED				
5. Obtained a high school diploma				
6. Were accepted into post-secondary education				
7. Enrolled in post-secondary education				
2. Vocational				
While in the facility, the number of students who…				
1. Enrolled in elective job training courses/programs				
While in the facility or within 30 calendar days after exit, the number of students who…				
2. Enrolled in external job training education				
3. Obtained employment				

* Indicate whether the figures are estimated (E) or actual (A)

Section D: Academic Performance in Reading and Math

Instructions:

Report the number of <u>long-term</u> Title I, Part D, students in neglected programs, juvenile corrections and/or detention, adult corrections, or other programs who participated in pre- and post-testing in reading and math. <u>Long-term</u> refers to students who were enrolled for at least 90 consecutive calendar days from July 1 to June 30.

Students who were pre-tested prior to July 1 may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. If no data are available for the requested information, enter "N/A."

The reported numbers in Table D should represent unduplicated counts of students; report only information on a student's most recent testing data.

For Row 1, enter the number of long-term students who were in placement during the reporting year.

For Row 2, enter the number of long-term students who tested below grade level in reading or math (respectively) when they entered the facility or program.

For Row 3, enter the number of long-term students reported in item 1 who have complete data available for both the pre- and the post-test exams.

For Rows 4-8, indicate the number of students reported in Item 3 who showed either negative change, no change, up to ½ grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students should be reported in only one of these five change categories. The sum of Rows 4-8 should be equal to the number provided in Row 3.

Table D: Academic Performance in Reading and Math

Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students (Residents in facility 90 days or more)							
	Reading Performance				Math Performance			
	2010-11	E or A *	2011-12	E or A *	2010-11	E or A *	2011-12	E or A *
1. Number of students who were in placement from July 1 to June 30								
2. Number of students from Row 1 who tested below grade level upon entry								
3. Number of students from Row 1 who took both the pre- and post-test exams								
4. Number of students from Row 3 who showed negative grade level change from the pre- to post-test exams								
5. Number of students from Row 3 who showed no change in grade level from the pre- to post-test exams								
6. Number of students from Row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams								
7. Number of students from Row 3 who showed improvement of up to one full grade level from the pre- to post-test exams								
8. Number of students from Row 3 who showed improvement of more than one full grade level from the pre- to post-test exams								

* Indicate whether the figures are estimated (E) or actual (A)

Appendix A: Program Evaluation
2011-12 School Year

Program Evaluation Requirements:

Pursuant to your application for funds in September 2012, please provide the latest available report in which you evaluated the program's effectiveness in helping its participants to:

1. maintain and improve educational achievement;

2. accrue school credits that meet state requirements for grade promotion and secondary school graduation;

3. make the transition to a regular program or other education program operated by a local school district;

4. complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the institution; and

5. participate, as appropriate, in postsecondary education and job training programs.

Items 1-5 above are considered program goals for Title I purposes. Your evaluation report should provide evidence that your program meets or is in the process of meeting these goals.

Report Format

The outline and descriptions provided below are to help you prepare the evaluation report. Your report may include tables, charts or attachments that provide information relevant to your evaluation. If an outside entity prepared an evaluation report, please attach it as it was produced. The report must consist of a description of your program, the evaluation process and the results of the evaluation. Organize your evaluation report into the following four sections:

I.   Overview of the Program

In this section, briefly describe your program and its participants. For example, describe the courses or other training sessions that you offer and how these courses are organized. In addition, describe how participants typically enter your program and how long they stay. Do not provide any information that could be used to identify a particular participant. In general, this section should provide the context for the evaluation.

II. Data Sources

In this section, describe the types of information that you used to evaluate your program, as well as the process you used to gather these data. For example, if you are using test scores, describe the test and when the test was administered. Your description of the test should include information about what the test measures (e.g., reading comprehension or employment skills) and what level the test was designed for (e.g., Grade 10 or ages 14 to 18). If you are using student portfolios, describe what types of work are included in these portfolios and how students' work was selected for the portfolio.

III. Evaluation of the Program

Based upon the information that you gathered, evaluate the effectiveness of your program in meeting its goals. Consider each goal as a question that you must answer. Did test scores or the quality of students' work improve? Did students make progress toward grade promotion or graduation? Did students meet GED requirements or transition into local education programs? Were students able to obtain employment after leaving your program? In answering each question, provide specific evidence to support your response.

IV. Conclusions

In the final section of the report, summarize your evaluation and describe how you will use the evaluation results to modify or improve your program. What did you learn about your program? How will you maintain or improve its effectiveness?